



# **If You Don't Love The South Don't Read This**

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**"The noblest motive is the public good."—Virgil**



## **GREAT GIFTS AND LARGE BEQUESTS TO NORTHERN INSTITUTIONS.**

The year 1920 brought many great gifts and large bequests to educational institutions in the North. During the year these donations and legacies were scarcely less than \$100,000,000.

And the opening of the year 1921 is marked by continued generosity towards these northern colleges and universities.

One institution in the state of Illinois is conducting a campaign for raising \$25,000,000 to increase its endowment, which is very large already, and the campaign promises to be successful at an early day. So Northern institutions of learning advance rapidly with every passing year. We ought not to begrudge these favored institutions their good fortune, nor do we; but such things move us to lament that our men of wealth in the South do no more for our Southern institutions of learning. While they live they give next to nothing (with few exceptions), and when they die, they bequeath nothing for the work of education.

### **Southern Institutions Falling Further Behind.**

Lacking such gifts and bequests, Southern institutions fall further behind every year. They gain something absolutely each year, but relatively they are now further behind Northern institutions than they were ten years ago. Can the South endure longer such a position of educational inferiority, dependence, and humiliation?

It is quite true that among our people there are not the overgrown fortunes which are common in the North. It is also true that since the war between the states in "the Sixties" our people have had to struggle with poverty and other hard conditions. But it is equally true that the recent war with Germany greatly increased their wealth. Many of them are now rich, and if gifts to our educational institutions were made in proportion to what our people now have, after all deductions are made for the poverty which they have endured heretofore and for some recent losses, our colleges and universities would be relieved of much of their weakness and embarrassment.

### **FUTILE EXCUSES FOR FAILURE IN DUTY.**

When will our people cease talking of their poverty and begin to use generously what unquestionably they do now possess, notwithstanding "boll-weevil," "falling prices," and all other real or imaginary reverses? When will they begin to see and do their duties, and cease making futile, and often false, excuses? The best excuses avail nothing for remedying our bad educational condition. Heroic doing of duty alone will overcome all our difficulties.

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### **DAMAGING AND HUMILIATING RESULTS.**

The most damaging and humiliating results come to the South for the lack of well endowed and adequately equipped institutions of learning. These results are extremely painful and positively alarming. Let us note some of them:

(1) Our sons and daughters by the thousands are being educated in other sections, and the characteristics of our Southern civilization are in many cases schooled out of them. If conditions continue as they are, and as they have been for the past fifty years, Southern civilization must inevitably become an extinct and discredited type.

(2) Moreover, for lack of adequately endowed colleges and universities, the South has lost, and must continue to lose, to Northern and Western institutions, many of its strongest educators. Georgia thus lost the LeContes to California, W. A. Keener to Columbia University in New York, and others scarcely less eminent as educators. South Carolina lost, to Wisconsin, Charles Foster Smith and Virginia lost Price to Columbia, Dodd to Chicago and Christian to Harvard.

Some of the most brilliant men in the faculties of Northern and Western Universities are Southern men. They would prefer to be engaged in the South, if Southern institutions were able to employ them. But our colleges and universities can not offer them opportunities or salaries such as they find in the institutions of other sections.

(3) We are damaged at home and discredited abroad by our lack of great institutions of learning; for the educated people

of other lands must naturally and greatly depreciate a section which is thus feeble in its educational enterprises. What must the foreign visitors, who have visited us during the years of the war, have thought of our educational inferiority? In the North they saw splendidly housed and richly endowed universities, but when they came South no such institutions were to be found.

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### **COSTLY IGNORANCE AND ENRICHING ENLIGHTENMENT.**

Our educational destitution is a most costly piece of extravagance, even when viewed from a monetary standpoint alone. Ignorance is costly and enlightenment is enriching. What this means may be seen at a glance by comparing the educational investments and taxable property of Massachusetts with the educational investment and taxable property of the South.

The colleges and universities of Massachusetts are worth more than all the universities for higher learning in the entire South, and the assessed valuation of taxable property in Massachusetts is \$8,214,795,380. In the South (meaning by the word "South" the states of Virginia, North Carolina, South Carolina, Georgia, Alabama, Florida, Mississippi, Tennessee, Arkansas and Louisiana) the taxable property is assessed at \$7,612,075,366.

In Massachusetts there are about 3,675,000 people, but in these Southern states there are about 21,225,000 souls. Or, in other words, with only about one-third the number of people, Massachusetts has above a billion dollars' worth of taxable property more than have these states. Why is this? Simply because the productive power of the people of Massachusetts has been increased by education as the productive power of Southern men has not been.

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### **TEXAS AND OKLAHOMA.**

The great states of Texas and Oklahoma are not brought into this comparison because their exceptional resources, such as coal, oil, etc., make them in their material resources unlike the other Southern states. But if they were included the conclusion would still be painfully humiliating.

### **A COLLEGIATE EDUCATION PAYS.**

Careful computation shows that a collegiate education raises the productive power of a man from about \$520 a year to \$1,190 a year. That is to say, the average non-graduate can earn no more than about \$520 a year, while his educated brother, who has graduated, can earn \$1,190 a year. If the average working life of a man be reckoned at thirty years, it appears from these figures that a college education is worth in bare money, to say nothing of anything higher, \$20,000 as a working capital. Is it strange then that Massachusetts is so much richer than all the Southern states mentioned?

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### **BEGINNING AT THE WRONG END.**

Our business men often say that we will build up our educational institutions when our people become more wealthy. But that theory begins at the wrong end of the matter. We can not wait to sow until we have reaped a rich harvest. We must become more wealthy by building up our educational plants. It was not by waiting to be rich that Massachusetts built up her colleges and universities. She made them great and they made her rich. The South must follow the same way to great wealth

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### **A GREAT ANNUAL DRAIN FROM THE SOUTH.**

The South loses much money every year by the going of Southern students to Northern institutions of learning. A careful examination of the facts shows that the teachers of the one state of Georgia spend annually, in summer courses alone at Northern institutions, a little more than \$250,000. Why should they have to do so? They spend annually about 5 per cent on \$5,000,000. That sum would be sufficient to endow a great Teachers' College in the South. It would yield rich dividends beyond our power to compute in money.

### **HELPING TO REBUILD THE WORLD.**

Much is said about the work of reconstruction which must be done now that the great war has closed. We are told, and rightly told, that the South must help to rebuild the world.

But how can we do our part of the work of reconstruction unless we strengthen our educational plants?

It is worse than useless to utter big words about the rebuilding of the world unless we are ready to do big things. High sounding phrases will not rebuild a ruined world.

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### **COMMERCE WITH LATIN-AMERICA.**

Southern institutions of learning should draw to their instruction many thousands of students from Latin-America and the coming and returning of such students would promote the foreign commerce of the South with Latin-America as nothing else can. But we can not hope to have the students of Latin-America come to our institutions of learning unless we make our colleges and universities equal to the best.

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### **SOUTHERN PROGRESS WAITING ON SOUTHERN EDUCATION.**

Almost every important interest of the South is waiting on the development of Southern education. By taxation we can sustain our common schools, if we can provide teachers for them. But competent teachers can not be secured without good colleges and universities, and for such institutions we must look mainly to our men and women of means. Men and women of wealth have done this for other countries and for other sections of our own country. The rich men and women of the North and West have endowed the institutions of higher learning of those sections. Will Southern men and women of means longer delay to endow and equip Southern institutions?

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### **DYING TOO RICH AND LIVING TOO POOR.**

If our rich men and women of the South do not speedily awake to the importance of this great interest and to their duty concerning it, they are going to have to bear the reproach of having been less sensible, and less public-spirited than any



other rich people in the world. Their indifference to the interests of higher education is already exceptional. It is becoming dangerously conspicuous. People are beginning to talk about it in terms of surprise and censure. People in other lands have been talking about it a good while.

The want of great gifts to institutions of learning in the South is a discredit to our section. Soon it will become a burning shame.

Our people of means are living too selfishly and dying too rich, and our institutions of learning are living too poor and languishing for adequate support.

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### **THE CHANCE FOR A GREAT UNIVERSITY IN THE SOUTH.**

In Emory University, Atlanta, Ga. there is the opportunity to make a really great university in the South.

Its assets already exceed \$4,000,000.

The University now has in successful operation the following Departments or Schools:

The School of Liberal Arts

The Graduate School.

The School of Theology.

The School of Law.

▪ The School of Medicine.

The School of Economics and Business Administration.

These Schools are served by faculties composed of capable and scholarly men, who have been very faithful in the discharge of their duties during the year.

The laboratories of Physiology, Anatomy, and Chemistry, made possible by the generous gifts of Mr. T. T. Fishburne, of Roanoke, Va.; Dr. John P. Scott, of Shreveport, La., and Mr. J. A. Ellison of Hurtsboro, Ala., are equal to the best. The Laboratory of Physics, also is a noble structure.

"The J. J. Gray Clinic is perhaps the finest out-patient building in the South.

"The Wesley Memorial Hospital," which is to cost \$2,000,000, is in process of erection.

The volumes in all the departmental libraries of the university number about 100,000.

The archeological and historical collections are large and

very valuable, among them being a vastly interesting collection recently brought from Mesopotamia, Palestine, and Egypt by Rev. W. A. Shelton, D. D. Professor of Hebrew and Old Testament Literature in the School of Theology.

The Schools of Theology and Law are housed in magnificent buildings, and possesses admirable libraries.

The Dormitories ("Dobbs Hall,") the gift of Mr. Samuel Candler Dobbs, of Atlanta; "Winship Hall," made possible by a gift and a legacy of the lamented George Winship of Atlanta; and "Alabama Hall, erected by Alabama Methodists, are of the most modern type, and furnish rooms for about 400 students.

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### URGENT NEEDS.

The buildings of the University, which have been erected thus far, are of the most enduring and impressive character; but to meet present and pressing needs, there should be erected at the earliest possible moment the following:

A Library, in which to place the valuable books of the School of Liberal Arts, now numbering above 60,000 volumes; two dormitories; a gymnasium and armory; a building for the Departments of History, Economics, and Philosophy; the Central Building to contain an auditorium, large enough to accommodate a student-body of 2,000 and to provide for the administrative offices of the institution; and a Museum, in connection with the Library, for the adequate protection and exhibition of the historical and archeological collections. These buildings are required to house adequately the Schools of the University now in operation, to say nothing of the Teachers' College which should be added.

### THE TEACHERS' COLLEGE.

A great Teachers' College is one of the supreme needs of the South. The Southern States are making increasingly large appropriations for elementary and secondary education, but there is a great shortage of teachers for the work.

The Commissioner of Education of the United States has published recently an appeal for teachers, in the course of which he said there are fifty thousand vacancies in the com-

mon schools of the country, and one hundred and twenty thousand totally inexperienced persons filling places which would otherwise be vacant. As every informed person knows, very many of these are in the South.

Moreover, our most competent teachers resort to Northern institutions for pedagogic training, and they spend in these institutions large sums for summer courses annually. Here is a great financial outlay, which should remain in the South, and another loss is sustained which is far worse than the loss of money. Many of the Southern teachers, who attend Northern institutions of a rationalistic type and spirit, lose their faith while acquiring their professional training.

A great Teachers' College, of the most decidedly Christian character, is needed by the South quite as much as theological schools for the training of our preachers.

Such an institution is needed to prepare teachers for our colleges, high schools and common schools.

As educational currents are now running, there is danger that the evangelical Christianity of the South itself may be weakened and impaired. The faculties of our colleges and high schools, and the teachers in our common schools, must have thorough training to prepare them to fill acceptably the places they occupy and, if for their preparation they must go into liberalistic institutions of other sections and countries, it will surely come to pass that very many of them will be tainted by the teaching which they receive in such establishments. We could not conceive a method which would more certainly transform our civilization and undermine our evangelical Christianity than to found colleges, erect high schools, maintain common schools, and fill them with teachers educated elsewhere than in our own section and trained under influences adverse to our type of religion. If there be those who desire to break down the evangelical Christianity of the South and change the character of our civilization, they can hardly fall upon a better plan for working such a revolution than to induce our people to establish educational institutions of lower grade than a University and send our teachers to alien universities to obtain the professional training which is now required for work in colleges and high schools. By such a process we furnish the money for others to change the type of our social and religious life we denature our section.

WHEN ROMAN YOUTHS WENT TO GREECE FOR EDUCATION, ROMAN RELIGION AND CIVILIZATION WERE GRECIANIZED. BY SIMILAR PROCESS THE SOUTH IS NOW SUFFERING A SLOW BUT STEADY TRANSFORMATION WHICH WILL BECOME MORE SWIFT AS IT PROCEEDS, UNLESS SPEEDILY ARRESTED.

Emory University should supply The Teachers' College needed for the service of our schools, in the region East of the Mississippi; and such a Teachers' College is proposed in its plan of completed organization.

It is proposed to make The Teachers' College monumental in character, and to call it "The James H. Carlisle Teachers' College," in honor of that great teacher and noble man, the late Dr. James H. Carlisle, who gave his long life to the service of the Church in the work of Wofford College, Spartanburg, S. C.

Before the Teachers' College can be opened, three buildings must be erected for its use; namely, a building for the work of instruction by its faculty, a large dormitory for women, and a building for The Practice School, or Model School.

#### TO PROMOTE A NOBLER TYPE OF EDUCATION.

Emory University, in all its departments, was founded from Christian motives to serve the highest religious ends. It has no apologies to offer for its Christian character and religious aims. It is not sectarian, having in both its faculties and among its students men of all denominations; but it intends to stand uncompromisingly for Christian education.

If the recent war—the most terrible in history—has made anything plain beyond all question, it is that Christian education alone makes for righteousness and peace among men. A dreadful conflict, in which science and savagery combined in German Kultur threatened to overwhelm mankind, has shown how useless, nay, how positively dangerous, is Godless education. Such education increases power without invigorating conscience enough to restrain from evil ends the power which it imparts.

A new and nobler type of education is demanded, if we are to have a new era of peace and brotherhood.

The world is looking to the English-speaking nations, and

especially to the United States, for guidance and help at this time of great hopes, great opportunities—and great fears and dangers. We must not disappoint the confidence and expectations of mankind.

The South has borne a great part in the war, and it must bear as great a part in the era of peace and reconstruction. But to do its part well, the South must not delay to build up its educational institutions—and especially its Christian colleges and universities. Our brave boys bared their breasts to the storm of battle and jeopardized their lives for freedom and peace with righteousness, and we will be unworthy of them, if we fail to meet, with a spirit equally heroic, the obligations of the new era which has been ushered in by their courage and devotion.

To preserve and perpetuate the fruits of the victory won by their courageous consecration to duty, we should proceed without delay to strengthen the Christian institutions upon which must rest, in a great degree, the civilization which they fought to defend.

Such an institution Emory University proposes to be, and, as such it asks the support of Christian men and patriotic citizens.

